**JCPS Bellarmine Literacy Project**

**Cohort 1 and 2 Schools (Year 1 and 2 Course Work)**

*End of the Year Assessment Administration Directions*

Testing Window – Monday, April 25th to Friday, May 27th.

***Three*** assessments will be administered to each student in **Grades 1-3**:

1. Test of Word Reading Efficiency – 2 (TOWRE-2) Form C
   1. Phonological Decoding Efficiency (PDE)
   2. Sightword Efficiency (SWE)
2. CCSS Grade-Level Reading Passage (accumaticity assessment with comprehension)
3. Developmental Spelling Assessment (DSA)
   1. DSA ‘Screener’
   2. Feature Inventory – Letter Name, Within Word, Syllable Juncture, and Derivational Constancy Form B
4. **TOWRE-2**

The assessment consists of two subtests:

a. PDE: this assesses the ability of the student to quickly and accurately read aloud progressively more difficult phonologically regular pseudowords.

b. SWE: this assesses the reader’s ability to quickly and accurately read aloud progressively difficult regular words.

\*\*\*The administration time for each subtest is exactly ***45 seconds***.\*\*\*

\*If a child cannot read at least one of the practice words on the SWE, then do not administer either test. Then, record SWE and PDE as “0”. DO NOT ADMINISTER THE CCSS GRADE LEVEL READING PASSAGE.

2**. CCSS Grade-Level Reading Passage** (measured in accordance with the Common Core)

Instruct the student to read the passage aloud and afterwards they will answer questions about the story. Four measures will be recorded on the Classroom Data Collection Sheet:

1. ***Total Words Read***: Mark the last word read by the student at the end of 3-minutes. Using the vertical word counter on the right side of the page, determine the number of words read.

Enter the *total number of words read* at the end of the 3-minute reading on the *Data Collection Sheet.* If the reader finished the entire passage before the expiration of 3 minutes, this would be the total number of words in the passage. All words are counted whether read correctly or not.

2. ***Total*** ***Miscues***: While the student is reading, record the number of miscues. Miscues are the following: mispronounced words, words in the text omitted by the reader, and words inserted into the text by the reader. Mistakes made by the reader that are self-corrected are not considered a miscue. Simply note the miscue, DO NOT attempt to record what was or was not read. Record the total number of reading miscues on the Data Collection Sheet.

***3. Reading Time (in seconds)***: The student will have a maximum of 3 minutes to read all, or as much of the story, as they can. Using a stopwatch or other timing device, record *the total amount of time in seconds* that the student spends reading. For many students this will be 180 seconds as they will not finish the passage in 3 minutes. If the reader does finish the entire passage before 3 minutes, record the number of seconds they spend reading. For example - the reader finished the passage in 2 minutes and 45 seconds - this equals 165 seconds. Enter 165 on the data collection form.

4. ***Comprehension*:** After the student has finished reading the passage or 180 seconds has expired, have them read silently to themselves, one at a time, each of the five questions about the story and give you the answer aloud (a, b, c, or d). If the student doesn’t know the answer ask them to guess. Record the correct number of responses. **\*Students are not allowed to refer back to the passage when answering the questions.**

3. **DSA Screener and Feature Inventory:** The purpose of the DSA Screener is to determine the child’s stage of phonics (orthographic) development so that the appropriate Feature Inventory can be administered. The DSA Screener is a spelling test consisting of 20 words that increase in difficulty. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. Once a child’s stage of spelling development is identified, the appropriate **Feature Inventory** (LN, WW, SJ, or DC) is administered. ***Administration time is less than 10 minutes for the whole class***.

## Administering the DSA Screener

## 1. Begin by dictating the first set of five words.

2. Continue dictating succeeding sets as long as students are able to spell at least two of the words within the set. *As soon as someone spells only* ***one or none*** *of the words correctly, that child* ***must*** *stop. (Refer to #2 under Scoring the DSA Screening Inventory).*

## Scoring the DSA Screener

1. Score the Screening Inventory by awarding one point for each correctly spelled word.

2. If a child completed any set of words beyond the stopping point, these words receive scores of zero, regardless of spelling accuracy.

3. Count the number of correctly spelled items. Record this score on your Classroom Data Collection Sheet.

4. Based on the DSA Screener score, determine which **Feature Inventory** to administer. Use the table below to determine whether to administer the LN, WW, or SJ assessment:

|  |  |
| --- | --- |
| **DSA Screener** | |
| **Screener Score** | **Administer this Feature Inventory** |
| 16-20 | Derivational Constancy (DC) |
| 11-15 | Syllable Juncture (SJ) |
| 6-10 | Within Word (WW) |
| 0-5 | Letter Name (LN) |

For example, if a student scores 5 or less on the DSA Screener, administer the Letter Naming stage assessment. If a student scores between 6 and 10 inclusive, administer the Within Word stage assessment. Finally, if a student scores between 11 and 15, they should take the Syllable Juncture stage assessment.

Scoring the Feature Inventory –

Record the total number of **words** spelled correctly.

**Directions for Classroom Data Collection Sheet**

For each classroom where an assessment of students is conducted, record the following:

* the specifics of the room (school, grade, and teacher)
* the name of each student assessed,
* the specific scores for DSA Screener, the DSA Feature (LN, WW, or SJ) Inventory, PDE, SWE, , Total Words Read, Total Miscues, Reading Time (in seconds) and Comprehension

**How to Enter Assessment Scores on the Classroom Data Collection Sheet and EXCEL Spreadsheet:**

**SWE and PDE**: enter the total number correct. For non-readers enter “0”.

**Total Words Read**: enter the total number of words read (correctly and not correctly). For non-readers, enter “0”.

**Total Miscues**: Enter the total number of reading miscues. For non-readers, enter “0”.

**Reading Time**: enter the total time in seconds. Since the reading is stopped at 3 minutes, this number will be 180 or less. For non-readers, enter “0”

**Comprehension**: Enter the total number of correct answers.

**DSA Screener:** Enter the number of correctly spelled words.

**DSA Feature Inventory**: (LN, WW, SJ, or DC): Enter the number of correctly spelled words.

**\*\*\*THESE SCORES WILL BE ENTERED INTO CASCADE FOR GRADES 1-3 ONLY\*\*\***

**Classroom Data Collection Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | |  |  | |  | |  | |  | |  | |  | |  | |  |  | | |
|  | **School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ May, 2016** | | | | | | | | | | | | | | | | | | | | | |
|  | **Grade: 1 2 3 ECE ELL Other** | | | | | | | | | | | | | | | | | | | | | |
|  | **Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | | | | | | | |
|  | **Student Name (please print)** | **TOWRE**  **SWE** | **TOWRE**  **PDE** | **Total Words Read** | | | **Total**  **Miscues** | | **Reading Time**  **(in Seconds)** | | **Compre-hension** | | **DSA Screener** | | **LN Score** | | **WW Score** | | **SJ**  **Score** | | | **DC Score** |
| 1. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 2. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 3. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 4. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 5. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 6. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 7. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 8. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 9. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 10. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 11. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 12. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 13. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 14. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 15. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 16. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 17. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 18. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 19. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 20. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 21. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 22. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 23. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 24. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 25. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| 26. |  |  |  |  | | |  | |  | |  | |  | |  | |  | |  | | |  |
| **PDE** & **SWE:** Enter total words read correctly in 45 seconds.  **Total Words Read:**  Enter the total number of words read (correctly and not correctly).  **Total Miscues:** Enter the total number of words mispronounced, words inserted into the text, and words in the text that were not read. *Self-corrections are not miscues*.  **Reading Time**: Enter the total time in seconds. Since the reading is stopped at 3 minutes, this number will be 180 or less. If finished before 3 minutes, enter the actual number of seconds. (e.g., 2 minutes 45 seconds is 165 seconds).  **Comprehension**: Enter the number of questions answered correctly.  **DSA Screener and Feature Inventory (LN, WW, SJ, or DC):**  Enter the number of words correctly spelled words. | | | | | | | | | | | | | | | | | | | | | | |